

The Snowman

Teaching Notes Author: Liz Miles

<p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>dad, door, fell, good, had, he, mum, play, roof, saw, she, six, snow, snowball, snowman, snowmen, took, trick</p> <p>Tricky words</p> <p>barked, children, everyone, giant, hooray, idea, made, opened, photograph, pushed, said, snowing, sweeping, wanted, was</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Clarifying*) Read the title and discuss the cover illustration with the children.
- C** (*Prediction*) Ask them to say what they think the story is about. Look through the book to confirm the children's ideas.
- C** (*Clarifying, Imagining*) Talk about any experiences of snow you or the children might have had. Ask: *How did the snow feel? What did you do in the snow?*

Strategy check

Remind the children to split longer words into smaller, familiar words, e.g. 'snow-man'.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- C** (*Questioning, Clarifying*) As you listen to individual children, ask them to talk about what is happening in the pictures, e.g. on page 3, Wilf is sweeping. Ask the children: *Are there any words on the page that say this?*
- W** If they struggle with the word 'photograph' on page 2, help them to stretch out the sounds and hear the sounds of each grapheme (pho-to-gra-ph). Point out how the sound that 'ph' makes is the same at the beginning and end of the word.
- C** (*Prediction, Imagining*) On page 9, ask what they think Wilf's trick might be. Ask: *What would you do for a trick?*

Assessment Check that children:

- read increasing numbers of high frequency words on sight
- use an awareness of common spelling patterns to work out new words.

Returning to the text

- C** (*Questioning, Clarifying*) Turn to page 7 and ask: *Why is Floppy barking?*
- C** (*Clarifying*) Ask: *What is funny in the book?* Ask the children to find the pages that made them laugh. Ask: *Has anything funny happened to you?*
- C** (*Summarising*) Ask children to retell the story in three or four sentences.

Group and independent reading activities

Objective Recognise automatically an increasing number of familiar high frequency words.

You will need the following word cards: 'snow', 'idea', 'snowball', 'door', 'roof', and these unfinished sentence strips:

Wilf was sweeping the

Biff had a good

She made a giant

Everyone pushed the

Wilf's dad opened the

The snow fell off the

W Give the word cards to the children.

- Ask them to pick up and read a word card, then find a sentence strip to add the word to.
- Remind them to reread the sentence to make sure it makes sense.

Assessment Do the children automatically recognise the high frequency words?

Objective Read and spell phonically decodable two-syllable and three-syllable words.

W Ask the children to find words in the book with 'snow' in them.

- Discuss how some words, like 'snowman', are made up of two smaller words.
- Ask each child to think of another word that begins with 'snow' (this could be an invented word, e.g. 'snowbird').
- They write the word, showing how many syllables it has.
- They could draw a picture to illustrate the word.

Assessment Do the children make up their own words? Do they recognise the syllables?

Objective Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.

You will need the 'Tricky words' from the list above on separate pieces of paper.

W Hand out a number of words to small groups of children.

- Ask them to take it turns to read a word so that the others can write it down.
- Remind them to listen out for familiar sounds in order to spell the words correctly.

Assessment Do the children apply their knowledge of phonics?

Objective Identify the main events and characters in stories, and find specific information in simple texts.

C (*Summarising*) Ask the children to take it in turns to retell the story: each child describes one page, then passes the book to the next child.

- Then encourage the children to retell the story, without using the book.
- Discuss how their versions are different from the text.

Assessment Are the children able to retell the story in their own words, or do they memorise sentences from the text?

Speaking, listening and drama activities

Objective Act out their own and well-known stories, using voices for characters.

- In small groups prepare three scenes:
 - (a) the children make and put the snowman in front of the door
 - (b) Dad opens the door
 - (c) Wilma's Mum takes a photograph and the snow falls off the roof.
- Ask groups to perform their scene to the rest of the class, adding dialogue where necessary.
- Afterwards discuss and compare what made the scenes funny.

Writing activities

Objective Convey information and ideas in simple non-narrative forms. Write chronological and non-chronological texts using simple structures.

- Ask the children to look through the book to find out how the children in the story made the snowman.
- Explain that they are going to write some instructions to tell people how to make a snowman.
- Model how to write the first instruction, e.g. '1. Make a giant snowball.' Discuss the sort of words that are used at the beginning of each step, i.e. imperative verbs.
- Write the next step using suggestions from the children, e.g. '2. Make a carrot nose.'
- Ask the children to finish writing the instructions independently and to add illustrations for each step.

Assessment Do the children put the steps in a logical order?

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